



Relationships and Sex Education (RSE) Policy

Bures CEVC Primary School Governing Body have agreed and adopted this policy as part of their on-going commitment in ensuring excellence and best practice is employed throughout the school.

What is 'Relationships and Sex Education'?

Relationships and Sex Education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).

A comprehensive programme of RSE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. (Sex and Relationships Education for the 21st Century – 2014)

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. (https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/780768/Government_Response_to_RSE_Consultation.pdf)

The 1996 Education Act consolidates all relevant previous legislation and states that all primary schools must provide an up to date policy that describes the content and organisation of RSE provided outside the National Curriculum Science Order. The DfE Sex and Relationship Education Guidance (2000) support this legislation and recommends that all primary schools should have a sex and relationship education programme tailored to the age and physical and emotional maturity of the children.

Other related policies and documents include the Behaviour Management Policy, Anti-Bullying Policy, Online Safety Policy and the Child Protection and Safeguarding Policy.

Aims and Objectives

This policy is a working document which provides guidance and information on all aspects of RSE in the school for staff, parents/carers and governors. To be accessible to all of these groups the document needs to be available on request and presented in a way that is easy to understand.

In delivering RSE the aim is to develop:

- Self-awareness and positive self-esteem;
- Confidence to have worthwhile and fulfilling relationships;
- Respect for the differences between people;
- Independence and responsibility.



Moral and Values Framework

The RSE programme at Bures School reflects the school vision and demonstrates and encourages the following values:

- Respect for self;
- Respect for others;
- Responsibility for their own actions;
- Responsibility for their family, friends, schools and wider community.

Equal Opportunities Statement

The school is committed to the provision of RSE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where pupils with Special Educational Needs are given extra support from staff, as required.

The Role of Parents

It is our belief that parents play a key role in teaching their children about sex, relationships and growing up. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation. In promoting this objective, we will:

- Seek to consult with parents about the Relationships and Sex Education Policy and practice.
- Invite parents to view materials used in the Relationships and Sex Education programme.
- Seek to answer any questions parents have about the Relationships and Sex education their child receives in school.
- Encourage parents to be involved in reviewing the school policy and making modifications to it as necessary.

Content

The content of the Relationships and Sex Education curriculum at Bures is built on the National Curriculum, the 2019 Regulations and advice and guidance from the PSHE Association. A range of materials are drawn upon to ensure RSE is delivered to all children throughout the school and is tailored to each child's needs and level of understanding. These include: 'Learn 4 Life' materials, '1decision' online resources and 'CWP' resources. (An overview of the PSHE and RSE curriculum can be accessed on the Curriculum page of the school website)

In Foundation Stage the focus for RSE is mainly on developing healthy relationships. They will talk about:

- relationships with family members compared with relationships with people at school
- developing friendships and the need to get on with everyone, and ways to cope if relationships are hard
- different families, some with a mum and dad, but others with a different make-up

In Key Stage 1 pupils learn more about:

- relationships with family and friends, including online relationships
- growing and changing and personal hygiene
- developing resilience and coping with changes

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- safe and unsafe situations, including those which may occur online
- naming body parts and the differences between boys and girls

In Key Stage Two pupils learn about:

- continuing to develop respectful relationships and caring friendships
- personal hygiene and puberty, recognising that changes they experience are natural and can be embraced positively
- various aspects of personal safety, identifying people they can trust to help them and exploring how and where to get help, including how to contact 'Childline'.
- recognising their own worth, identifying positive things about themselves in order to promote their own mental health and wellbeing

In Upper Key Stage Two pupils also learn about:

- the physical and emotional changes that occur in puberty leading to discussions about conception, birth and parenting issues.

Organisation

RSE should not be delivered in isolation but firmly embedded in all curriculum areas, including Science and Personal, Social, Health and Economic Education (PSHE) and citizenship. At Bures School the *main* content is delivered in PSHE lessons. RSE is normally delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. Active learning methods which involve children's full participation are used. Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE in school, such as a visit from the School Nursing Team.

The Role of Visitors in regard to RSE

- Visitors are invited in to school because of the particular expertise or contribution they are able to make;
- All visitors are familiar with and understand the school's RSE policy and work within it;
- All input to Science and PSHE lessons are part of a planned programme and negotiated and agreed with staff in advance;
- All visitors are supervised/supported by a member of staff at all times;
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

Bures School believes in the importance of training for staff delivering RSE. Staff are therefore provided with appropriate training and support to help them deliver effective RSE.

Specific Issues within RSE – Withdrawal

Parents/carers have the right to withdraw their children from all or part of the Relationships and Sex Education provided at school except for those parts included in statutory National Curriculum and the 2019 Regulations. Those parents/carers wishing to exercise this right are invited in to see the Headteacher who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn, they cannot take part in the RSE programme until the request for withdrawal has been removed.

Confidentiality

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As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, they will talk to the Designated Safeguarding Lead (DSL), or alternate, who will decide on the right course of action to take. This may include sharing information with the child's parents if it is not deemed to be a child protection issue. The child concerned will be informed that confidentiality is being overruled and reasons why. The child will be supported by the teacher throughout the process.

Child Protection

The school has a separate Child Protection and Safeguarding Policy. Effective RSE may bring about disclosures of child protection issues. Staff are acutely aware of the procedures for reporting their concerns.

Controversial and Sensitive Issues

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

Dealing with Questions

Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned. They are directed to avoid entering into discussions about their own relationships or sexual orientation when answering questions.

Sexual Identity and Sexual Orientation

Bures School believes that RSE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Bullying is dealt with strongly yet sensitively. The school liaises with parents on this issue to reassure them of the content and context.

Dissemination

The RSE policy is available to parents and all staff through the school website and is available in paper form from the PSHE leader on request from parents.

Assessing and Monitoring

The RSE policy is to be reviewed every 3 years and appropriate amendments to be made where needed.

Summer 2019